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ABSTRACT

This publication summarizes the proceedings of a conference of college and university policymakers convened to develop strategies to increase the recruitment and retention of minority faculty in Colorado institutions of higher education. Following an executive summary the first section presents information on the status of minorities in Colorado higher education as well as information from recent studies and position papers on the issue. The second section summarizes the remarks made at the conference by four key state officials: Governor Roy Romer, State Representative Wilma Webb, State Senator Al Meiklejohn, and State Representative Phil Hernandez. The third section presents a summary of a discussion of the rationalizations that many institutions use for not being more effective at minority recruitment and the steps to be taken to overcome these barriers and perceptions. A fourth section describes effective minority faculty recruitment and retention programs at the University of Wisconsin System, the University of Texas at El Paso, and at Stanford University (California). The fifth section presents the goals and objectives in this area for Colorado institutions of higher education developed at the conference. The conference schedule and a list of participants conclude the document. (JB)

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PROCEEDINGS

MIND OVER MATTER:
Moving Beyond the Myths of Recruiting and Retaining Minority Faculty and Staff

May 21, 1990
Keystone Conference Center
Keystone, Colorado

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COLORADO COMMISSION ON HIGHER EDUCATION

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Conference Proceedings are provided through a grant by the U S West Inc. Foundation.

FORWARD

On behalf of the Colorado Commission on Higher Education, I would like to thank the participants in the May 21, 1990 Conference, Mind Over Matter; Achieving & Managing Faculty Diversity in Colorado Higher Education for their contributions. This includes special recognition to Colorado's private schools who joined their public colleagues and provided innovative and creative insights. I would also like to congratulate the participants and organizers of this event for their part in setting a new tone for increased awareness and support for cultural diversity in Colorado higher education.

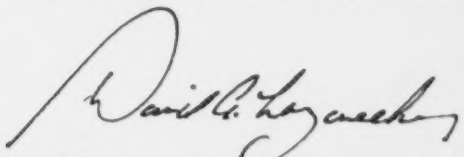
Finally, I would like to give special recognition to U.S. West, who not only provides a role model for aggressive affirmative action efforts, but also made a significant financial contribution to support this conference. This generous support made it possible to bring superb national participants to Colorado. This conference would not have been possible without the support of U.S. West.

Most of you are aware that by the year 2000, minorities in this state will be one-third of the school-age population. Although Colorado has made significant strides in regard to minority representation on campuses over the past 20 years, much more must be done to achieve par representation on our campuses.

The achievements of Mind Over Matter Conference were significant. Rationalizations for not achieving ethnic diversity were challenged, creative and innovative approaches to diversifying the ranks of faculty and staff were presented. As a result of this conference, participants will be better prepared to address the challenges of increasing multicultural diversity throughout the Colorado higher education system. The following document represents the ideas and insights of the conference participants and includes an overview of the entire

conference proceedings, issues raised by conference speakers and recommendations made for future action.

Again, I thank you for your contributions, and challenge you to continue your commitment to cultural diversity in higher education through your own spheres of influence.



David Longanecker
Executive Director
Colorado Commission on Higher Education

EXECUTIVE SUMMARY

On May 21, 1990, the Colorado Commission on Higher Education in collaboration and coordination with interested communities, and with the generous support of The U.S. West Foundation, convened a group of college and university policy makers to develop strategies to increase the recruitment and retention of minority faculty in Colorado higher education.

The conference agenda was structured to allow for conference participants to become educated on many of the following issues and for specific results to be achieved. The first area included educating participants on the need for action and importance of achieving increased minority participation. The second agenda item called for Colorado leadership to sound the challenge to educators to do more than they have in regard to minority issues. The third subject area provided clarification on the "myths" and "realities" associated with the status of minority faculty in higher education. The fourth conference segment allowed for representatives of successful institutions to present their programs for effectively and creatively addressing minority recruitment issues. And last, conference participants were given an opportunity to share ideas, discuss issues and create strategies for their own institutions to increase minority participation of faculty and administrative staff.

The Challenge

One of the major accomplishments of the conference was to provide comprehensive information to the participants on what the status of minorities in Colorado higher education. Data that was presented reflected the specific situation of minorities in K-12 and higher education in Colorado and the nation. Conference participants learned that, in spite of accomplishments in this area, progress has been far less than it should be.

Leading the Charge

Colorado legislative leadership sounded a call for action for educators to do more than they have been doing. Suggestions included the following:

*View the challenge of multiculturalism as an opportunity for Colorado.

*Be sensitive to the unique challenges to minority faculty in dealing with the problem of retention and tenure.

*Find creative solutions to the challenge of minority recruitment.

*Set specific goals.

*Get beyond "studying" and "discussing" the problem and JUST DO IT!

Myths Versus Reality

Dr. Reginald Wilson, together with institutional Affirmative Action Officers, effectively fielded rationalizations that many institutions use for not being more effective at minority recruitment. The good news here is that many Colorado institutions were well aware that these "myths" were not valid and have been taking steps to overcome the barriers to minority faculty recruitment and retention.

Programs That Work

Representatives from Stanford University, The University of Texas at El Paso and The University of Wisconsin System, all nationally recognized leaders in minority faculty recruitment and development, presented information on effective programs for improving minority faculty diversity. Some of the major points presented were:

*Long-term success in multicultural appreciation and integration depends upon the ability of higher education to increase the pool of potential minority faculty members and to make more effective use of the existing pool of available minoriority candidates.

*Institutions must take active steps toward changing the cultural climate on their campuses to make them more accepting environments.

*Institutions must step up to the challenge of recruiting American ethnic minorities rather than relying on foreign students to satisfy Affirmative Action goals.

*Successful plans for diversity are carried out at all levels of the institution; in particular at the department level where most hiring decisions are made.

*Plans for diversity must also focus on the retention and promotion of qualified minorities within their institutions.

Making It Work for Colorado

The good news here is that a number of Colorado institutions are doing very well in the areas of minority students and faculty recruitment. Also, for some whose record has not been as good in the attainment of these goals, many have already initiated plans and programs to do more. A few major suggestions for action are as follows:

*There is a need for a statewide plan that fosters the growth of the pool of potential minority faculty. This should involve coordination among all educational areas including K-12, 2-year and 4-year colleges, and research institutions.

*There is a need to foster better programs for the exchange of minority talent among institutions, either within the state or nationally.

*Institutions must put financial resources behind affirmative action programs if they are to succeed.

*Institutional leadership must take a strong stand in setting positive values in regard to multiculturalism.

The Next Step

The Mind Over Matter Conference was most effective in raising awareness on minority issues and providing information on successful action that can be taken.

The real challenge now is in addressing the challenges of ethnic integration throughout our colleges and universities. It is a wonderful opportunity for our state.

THE CHALLENGE

The Mind Over Matter Conference was a response to a number of minority coalitions intent on addressing problems of racial integration. Statistics alone create one of the most persuasive calls for action to create Colorado culturally diverse campuses.

Colorado Demographics

By the year 2000, minorities will account for one-third of Colorado's school-aged population. Unfortunately, our higher education institutions are not keeping pace with this dramatic demographic change. Minorities are profoundly under-represented on our campuses. A few, but not all, institutions have developed long-term strategies to ensure their full participation. The following statistics, provided by the Colorado Commission on Higher Education, underscore the need for improved efforts.

*According to the most recent U.S. Census data, minorities are 17% of the Colorado population.

*In 1988, Minority faculty were 7.4% of total Colorado faculty, up slightly from 6.7% in 1984.

*In 1988, minority students were 12.4% of total Colorado enrollment, up slightly from 11.2% in 1982.

These statistics suggest that Colorado Higher Education is effectively losing ground in the effort to keep pace with the growth of minorities in society overall.

Campus Unrest

Some of the most urgent calls for action have come from minorities on Colorado campuses. The charges include the perpetration of racist attitudes and actions on campus, the

severe lack of minority faculty on campuses, the lack of support for existing minority faculty, institutional approval of the presentation of ethnically biased material in college classrooms, and the lack of institutional procedures to accept and take action on racial grievances by students and faculty.

Minority Student Performance

College statistics reflect that minorities drop out of degree programs at a higher rate than non-minorities, that they average lower ACT and SAT scores, and that are they more likely to be enrolled in 2-year rather than 4-year programs. In addition, minority students are less likely to pursue degrees in the Natural Sciences, Mathematics or Engineering than majority students are. This fact is troublesome because it is these degree programs that would best assist minorities to participate more fully in the industries of the future and to achieve higher earning potential.

LARASA Educational Survey

Research done by LARASA (Latin American Research and Service Agency), which involved a survey of educational policies affecting Hispanics in Colorado, points to an entirely different angle on the problem. Although most educators are aware of the issues of under-represented minorities, most survey respondents reported that they were not aware of policies for:

1) recruitment, retention and graduation of students, faculty, and administrative staff,

2) teacher and counselor education, and

3) accountability of systems.

When discussing specific "policies", institutional programs, procedures and initiatives were usually mentioned. In addition, although most institutions have affirmative action

plans, there is little clarity and understanding as to what policies, procedures and programs are in place to actually enforce and monitor institutional progress toward affirmative action goals.

CPCED Position Paper

The Community Planning Committee for Economic Development commissioned an education focus group to study the educational component of the Black community. The study found that the enrollment of Black students has declined since 1980, and that the percentage of Black faculty members in Colorado higher education institutions is unreasonably lower than the percentage of the Black population of this state.

The Value of Diversity

Even with an acknowledgment of the problem, some questions may still arise: "What is the real value of multiculturalism?", "What are the real problems associated with not having adequate minority representation in the Education process?" and, "If students have good teachers, regardless of their ethnicity, why shouldn't they be considered well educated?"

Many of the issues are broad. Some challenge that, as we move toward a global economy and a greater challenge of dealing with multiculturalism on an international level, our preparation must start at home. In the process of setting our own house in order, one must look at where an appreciation and understanding of ethnic diversity and multicultural perspectives begin. They start in the educational process. In addition, as we continue to work toward the goal of equal opportunity for all, the interpretation must be pushed to include the concept of equal participation in the educational process.

Other arguments for the value of ethnic diversity in higher education include the necessity of culturally diverse campuses if we expect to attract and retain culturally diverse student

bodies. Recent reviews of Colorado's demographics demonstrate clearly that the economic vitality of the state will depend upon better serving our various communities of color better.

Second, we need culturally diverse campuses so that majority students come to better understand and appreciate multiculturalism. And third, we need to advance multiculturalism on our campuses because it is the just and civilized thing to do.

In the analysis of the problem, it becomes apparent that solutions are interdependent and that cycles must be broken. In order to deal with the challenge of ethnic diversity in K-12 education, our system must produce minority educators and administrators to work in the K-12 system. In turn, campuses must be attractive and accessible to minority students. Campuses that only include very small minority student and faculty populations, or that demonstrate insensitivity to ethnic issues become very unattractive to potential minority students. Unless more minority students pursue degree programs, there will always be a lack of ethnic representation in all levels of the educational structure.

LEADING THE CHARGE

The challenge for action came from several Colorado political leaders including Governor Roy Romer, State Representative Wilma Webb, State Senator Al Meiklejohn and State Representative Phil Hernandez. The following summaries capture the major points expressed by each speaker.

Governor Romer

Governor Romer challenged Higher Education to go beyond the normal networks and be aggressive in seeking minority candidates for open positions without sacrificing qualifications. He stated that in identifying qualified minority candidates, there should be an openness to program development that creates necessary talent or skills in the minority community if none exists.

Governor Romer suggested the following specific strategies for dealing with the challenges of cultural diversity:

*Create professional development programs for potential minority faculty members. Such efforts include encouraging undergraduate students to consider a teaching profession, and may include providing financial or employment incentives.

*Examine where faculty candidates are typically recruited from and reconsider the traditional degree and certification requirements in lieu of broader criteria that may include more work or professional experience.

*Evaluate whether more administrative positions in Higher education can be filled with minorities.

*In the area of college athletics, be much more aggressive in hiring minorities in coaching and training positions.

*While being aggressive in hiring minorities, also be assertive in taking action to remove employees who are not performing effectively.

*Develop programs providing incentives to "burnt out", "bored" or generally unproductive faculty members to leave their institutions, thereby making more vacancies available for faster ethnic integration.

*Create goals for ethnic diversity that also support the achievement of higher quality education.

One final important point addresses the impact of the cost of education on minorities. From the Governor's perspective, the single largest barrier to minority student recruitment and degree attainment is the escalating cost of higher education. Governor Romer sounded a clear and direct challenge to institutions to cut costs to students by reducing the amount of time normally required for some degree programs. He also recommended that institutions examine how all of their resources can be used more productively in the delivery of education.

State Representative Wilma Webb

State Representative Wilma Webb cited national statistics pertaining to the status of minorities in K-12 and higher education. She emphasized that, not only have these issues and problems been studied, analyzed, and discussed for many years in all areas of education, but recommendations, answers, and solutions to these problems have also been available. The problem has been that institutions are just not implementing the solutions. According to Representative Webb, the primary reason for this is that policy makers have not accepted the concept that cultural and ethnic diversity can be of value to

their organizations.

Representative Webb suggested the following goals and strategies:

*Improve the preparation of minority high school students for college.

*Increase the numbers of minorities who transfer from 2-year to 4-year schools.

*Increase the numbers of minority students receiving Bachelors, Masters, and Ph.D.'s in all disciplines, but especially in mathematics, natural sciences, computer sciences, and engineering.

*Increase funding to predominantly minority institutions.

*Lobby the state legislature to increase student grants for minorities to assist with educational costs.

*Create summer residential programs that expose minority high school students to science and mathematics.

*Modify institutional accreditation criteria to include evaluation of the multicultural atmosphere.

*Improve campus racial climates.

*Establish formal minority student recruitment incentive programs.

State Senator Al Meiklejohn

Senator Meiklejohn stressed that all institutions and segments of our society need to view the challenge of multiculturalism as an opportunity, and that the solution to multicultural

problems start with the educational process. Senator Meiklejohn observed that often times best qualified minority high school graduates are lured out of state by other institutions who have more aggressive student recruitment programs. We need to be more proactive in retaining that potential leadership in the state.

There needs to be a stronger link between K-12 system and higher education in order to better foster the development of minority college students and for the enhancement of the quality of education overall.

State Representative Phil Hernandez

Representative Hernandez's primary message dealt with the issue of retention of minority faculty. The fact that minority faculty have greater demands upon them than their majority peers must be recognized. According to Representative Hernandez, minority faculty are often called upon to teach courses which are out of their discipline but seem to be consistent with their ethnicity. They may also by asked to be more active and visible as role models to minority students or other faculty within the institution or to be active as a minority representative in the community.

Although the opportunity to be a "role model" or representative sounds prestigious according to Representative Hernandez, the reality is that minority faculty are asked to do more than their majority peers and that this in itself is another from of ethnic or cultural discrimination. If minority faculty are to be in Colorado higher education, sensitivity to the unique demands placed upon them must be acknowledged and recognized.

MYTHS VERSUS REALITY IN FACULTY RECRUITMENT

While accepting the need to achieve cultural diversity on campuses, many institutions have developed rationalizations for doing little or nothing to achieve cultural diversity. Although there is no real data that exists to support these rationalizations, these beliefs or "myths" continue to exist independent of the data.

According to Dr. Reginald Wilson, the higher education community has historically not embraced the concept of racial and ethnic integration. Even the affirmative action movement has misunderstood the situation. It has assumed that there are many available and qualified candidates just waiting at the doors of institutions to get in. The fact is that many women and minorities haven't even made it that far. This misunderstanding highlights the following major issues:

Gaining access to the available pool of minority candidates.

Creating the available pool of candidates.

Most systems and institutions that are effectively dealing with the challenge of ethnic integration have developed programs that address both issues. In focusing on the challenge of accessing the available pool, (the issue that most institutions focus on) there are a number of typical objections that are used. This section addresses these myths. The bulk of this information is presented in Achieving Faculty Diversity: A Sourcebook of Ideas and Success Stories. This outstanding publication was produced in 1988 by the University of Wisconsin System, as part of a comprehensive plan to enhance the ethnic diversity of the system. Much of the information in this document served as a basis for this conference. Dr. Reginald Wilson, Sr. Scholar, American Council on Education, confronted these myths by citing information from the American Council on Education.

Myth #1: "They aren't the best qualified."

Studies of the hiring procedures for new faculty indicate that, when minority candidates are under consideration, the search criteria changes from a standard of "a competent researcher and scholar" to "wanting the very best candidate for the job." Although it is difficult to completely remove subjectivity from the selection process, such double standards are often used to exclude qualified women or minorities from selection even after they are under consideration. According to Dr. Wilson, a logical question follows: "Were white majority candidates the best qualified when they received their Ph.D.'s?" Some institution hired these people as promising young scholars with the goal to develop them. The same opportunity must exist for minorities.

Institutions with a serious commitment to affirmative action have been the most successful at hiring "promising" young minority faculty--knowing they are not "the best" at the time they are hired--and grooming them as researchers, teachers, and scholars. Incidentally, the universities that have taken the "risk" to invest in minority scholars have found that statistically their performance follows a normal distribution. That is, as with majority faculty, there are a few superstars and a few incompetents, but the vast majority of minority faculty are good, solid performers.

Myth #2: "There aren't any out there"

Data indicates, while acknowledging that minority Ph.D. scholars are not readily available, that institutions are not fully tapping into existing sources. For example, even in geographical areas where there are large minority populations and schools that are producing minority Ph.D.'s, the numbers of minority faculty in neighboring institutions are still disproportionately low.

Often schools will advertise nationally in the Chronicle of Higher Education for minority faculty candidates, while

ignoring the fact that the vast majority of their existing teaching staff are from neighboring cities and states. A related issue is the question of whether institutions should hire and promote their own graduates. There is the perception that this is not something that a prestigious institution should do. The problem is that this type of thinking subverts the possibility of an institution "growing their own pipeline" of potential minority faculty.

Another related issue has to do with who really makes hiring decisions. While the president of the institution may provide leadership, actual hiring decisions are usually made at the department level. The people involved in the search normally seek out candidates from the same disciplines at other institutions. Schools that have been successful at sourcing qualified minorities have succeeded because of the commitment of one or two faculty to finding and hiring qualified minorities. The point is that when there is a real commitment to identifying and hiring minority candidates positive results can be attained.

Myth #3: "They'll want astronomical salaries"

Salary studies have shown that, on the average, women and minority faculty nationwide earn less than their majority peers. Furthermore, statistics show that among ethnic minorities, Black men and Hispanic women have the lowest average salaries. Given this fact, it would appear that the most rare and sought-often minority faculty would not command the highest salaries as some have asserted.

Myth #4: "They wouldn't want to live here."

Acceptance of this myth implies interesting questions about non minority faculty and their professional decisions. Why, for example have majority faculty chosen to work at an institution that is not good enough for minorities?

Institutions that have been serious about recruiting minorities to their schools have made the community welcome them. These efforts have included finding employment for spouses, introducing faculty and their families to churches and social groups, and helping them to find a home. Where there is a commitment to multiculturalism, even the most non-integrated communities can make it work.

Myth #5: "We're already doing all we can."

Most institutions have not looked at affirmative action in a proactive way. Affirmative action is in place to see that laws are obeyed. This calls for assertive efforts to ensure success. In most colleges and universities where minority representation is not on par with minority representation in the surrounding communities or state, this means greater efforts must be made if existing programs are not sufficiently effective.

Programs for faculty exchange with other universities, early retirement incentives, and efforts to locate faculty from non-traditional sources are all examples of new or additional programs that can result in the recruitment of more minority faculty.

PROGRAMS THAT WORK

The Mind Over Matter Conference provided an outstanding opportunity for participants to learn about successful and innovative programs from other university systems. The following summaries capture the major points made by each speaker.

Dr. James E. Sultan, Jr.
Special Assistant to the President for Minority Affairs,
University of Wisconsin

The University of Wisconsin Systems is recognized nationally for its aggressive pursuit of multiculturalism. The University of Wisconsin system is large, consisting of 26 campuses including 13 four-year colleges and 13 two-year colleges. Approximately 2 years ago the University of Wisconsin System developed and began implementing a system-wide plan for diversity. This effort is known as the "Madison Plan". The first goal was to create a plan that would be different than other plans and included a consensus building approach which created a coherent framework for blending a number of different initiatives. The result was a plan in which the institutions possessed a sense of ownership.

The Wisconsin system plan provided for the goal of growing the pipeline of qualified minority faculty through Ph.D. development programs as well as specific goals and initiatives which included defining who is responsible and accountable for achieving the goals. Some of the major points and suggestions as outlined by Dr. Sultan are as follows:

1. It is necessary and important that a plan for institutional diversity be created in such a manner that university representatives "buy into" the program.

2. It is important that the plan not just identify initiatives but provide an overall framework which reinforces the goals across all areas of campus life.

3. In order to foster credibility and promote a commitment to goals of diversity, the plan must include certain actions which do not cost money. Naming buildings after prominent minorities is an example of one such action.

4. The plan must reflect an understanding of the need to "grow your own pipeline", versus just accessing someone else's graduates.

5. The plan must provide goals and incentives to those individuals within the system, such as Deans and Department Chairs, who actually do the hiring. Such incentives may include consideration of multicultural efforts in performance evaluations or merit pay increases for attaining certain goals.

6. The plan must include specific measurable goals, target dates for meeting objectives and who is responsible for attaining these goals.

7. The systems or institutions must be serious enough about multiculturalism to provide funding to support efforts.

In conclusion, Dr. Sulton stated that achieving goals of ethnic diversity will involve a lot of hard work and commitment on the part of many people.

Dr. Diana Natalicio
President of the University of Texas ast El Paso

The University of El Paso at Texas (UTEP) is recognized

nationally for its outstanding efforts in changing from a predominantly majority institution to a primarily minority institution, reflecting the local culture of the El Paso community. UTEP exists in a community in which 67% of the population is Hispanic. A few years ago, the student distribution increased from 42% minority (primarily Hispanics) to 55% minority. This was very difficult for many UTEP faculty and staff because UTEP was now a "minority" institution. Although the university was getting more in-sync with its environment in terms of the student population, strong leadership was needed to set the tone for establishing the unique value of cultural diversity in their institution and for creating a campus atmosphere that enforced the value of ethnic diversity.

The primary thrust of Dr. Natalicio's presentation dealt with how UTEP went about changing the University culture to create a more accepting climate for ethnic and cultural diversity. For UTEP, this required a redefinition of the character of the University. The issues involved in making this happen and suggestions by Dr. Natalicio regarding how these actions can work for other institutions are as follows:

1. The tone must be set from the top of the organization regarding the commitment to and value of ethnic diversity.

2. Educate the staff on what the facts are. This does not mean volumes of statistics, but 1 or 2 page summaries outlining statistics about their institution including numbers of minority students and staff, where they are and what they earn.

3. Talk to all campus faculty and staff about how the institution is moving and the opportunities associated with these changes. In this case, Dr. Natalicio personally visited every department on campus to discuss how UTEP

was changing. What was communicated in these sessions were attitudes that it is good to think of ethnic integration issues in a positive way and to see diversity as an asset.

4. Initiate a strategic planning process that speaks to the question of diversity in all areas of the plan. This results in establishing a mindset on campus of the value of diversity and building peer pressure to accomplish these goals.

5. When interviewing potential new faculty, set the tone for the atmosphere and values of the institution in regard to diversity. Communicate that the institution is committed to multiculturalism and is interested in hiring individuals who reinforce those values.

6. Create new employee orientation programs that reinforce multicultural campus values. At UTEP, this involved giving all new faculty a tour of the community, providing the faculty with a book on how to pronounce the ethnic surnames of their students, and offering free Spanish classes to new instructors.

Dr. Cecilia Preciado Burciaga
Associate Dean of Graduate Studies
Stanford University

Stanford University is recognized as a prestigious university with a successful "bottoms-up" approach to developing multicultural diversity among its student body and faculty. Over the past few years Stanford University has been undergoing significant change. One example of change for the 1989-1990 academic year, was that the entering freshman class was 44% minority. In the analysis of this change, Stanford is also looking at the concept of diversity and challenging itself to think more in terms of pluralism and

issues of shared power in approaching ethnic integration.

Dr. Burciaga's presentation focused on methods that have been implemented for successfully overcoming cultural barriers and some insights into those initiatives. The following summary outlines her major points and suggestions.

Institutional Integrity

*The mission and vision of the institution should reflect cultural pluralism as a central value.

*The President, Vice Presidents and Deans should be held accountable for outcomes of bringing new voices to scholarship and meeting needs of student bodies that have demographically changed.

*Ownership of diversity efforts must be broad-based and decentralized.

*The institutional climate must be inviting to women and minorities.

*A successful strategy includes assigning a respected faculty member as Assistant to the President to coordinate networking for recruitment of minority faculty or to promote minority faculty on campus.

Early Identification of Talent

*The country is back to growing the minority pipeline again. Effective strategies include summer research with university faculty, and accessing funding for cultural pluralism program ideas.

*Identify 3-4 departments that have potential as partners with other schools. Have these departments go to the best feeder institutions and identify third year doctoral students. Those students can be invited to teach summer courses or be visiting scholars.

*Post-doctoral fellowships (statewide) can also bring new talent to the institution.

*Form a consortium of Western universities to exchange names/fields/mentors for current doctoral students.

Strengthen Role of Graduate Studies

*Strengthen pipeline in undergraduate studies.

*Develop transfer programs between community colleges and four-year colleges.

*Show undergraduates the advantages of a life of scholarship and provide early research opportunities.

*Link minority faculty with graduate students.

*Make graduate school less mystified and create an environment of support. Graduate stipends should allow timely progress to degree. Look at ways to provide housing, childcare and stronger intellectual and social support.

*Explore, as some Ivy Leagues colleges have done, arrangements to have advanced graduates spend up to one year on another campus.

The Negotiation for Appointment

*Realize that money is not the only incentive. A new Assistant Professor can be attracted by legitimizing the extra advising load they will have and offering otherbenefits such as reduced course load, computer resources, research funds for summer work, and funds to hire students as research assistants.

*Personalize campus visits.

The Legacy of Affirmative Action

*The climate of "hired only because minority" is often pervasive. Affirmative efforts must be taken to combat this mentality, and could include publicizing the credentials and teaching or research interests of the new faculty member.

*Women and minorities are not at same stage in affirmative action efforts. By far, affirmative action has resulted in more women being appointed and more women now in pipeline. The issue with women however is now with retention. The issue with minorities is still getting the appointments.

*Make extra efforts to search for American born minorities as opposed to foreign born minorities who have been educated in American Schools.

MAKING IT WORK FOR COLORADO

Conference participants, as leaders with the responsibility to set policy for their respective institutions, were asked to create action plans and priorities to increase minority faculty representation on their campuses. Mind Over Matter Conference participants came from a variety of types and sizes of Colorado institutions. Their levels of attainment in regard to minority faculty participation and development of positive cultural atmospheres at their colleges also varied dramatically.

As you review the following summaries and recommendations keep in mind that many of the school systems are at very different places in regard to ethnic issues and that action items that are relevant and meaningful to one set of institutions may not apply to the others.

I. COLORADO COMMISSION ON HIGHER EDUCATION

Current Efforts and Achievements

1. Approved the development of a Minority Faculty and Administrator Development.

Plans for Action

1. Seek funding for the Minority Faculty and Administrator Development Fund.

2. Review and update the CCHE Affirmative Action Plan.

3. Review CCHE policies for their contribution to diversity.

4. Promote a statewide "grow your own" faculty program.

5. Promote a stronger partnership between K-12 and higher education.

6. Demonstrate pluralism within CCHE.

7. Publish the results of the Mind over Matter Conference.

8. Provide a status report on existing affirmative action programs.

9. Create a statistical data bank.

10. Provide public recognition of successful institutional efforts.

II. COLORADO STATE UNIVERSITY SYSTEM

Colorado State University, Fort Lewis College, University of Southern Colorado

Colorado State University

Current Efforts and Achievements

1. Faculty Recruitment Fund - $150,000 available for recruitment of minority and women faculty.

2. Academic Management Institute for Colorado Women in Higher Education - $600.

3. Administrative Internship and Experience - Internship to support minority and women interested in experience in higher education administration.

4. Administrative Women's Series - A monthly forum for women in administrative positions.

5. Bryn Mawr Summer Institute for Women in Higher Education - Approximately $4,000. The Office of the Provost/Academic Vice President sponsors one internal candidate each year.

6. Faculty Career Enhancement Fund - $150,000. Program designed to support artistic or research interests of minority and women faculty.

Plans for Action

1. Diversity Bridge Funding - Funding for up to three years will be made available to hire a qualified minority, women, or disabled person until a permanent opening exists. To provide for the bridge funding, each college will create a fund earmarked for the recruitment and hiring of

diverse faculty by annually sequestering 5 percent of all open faculty lines funded on state-appropriated funds. College funds will be matched by central funds.

2. Fund for the Recruitment and Retention of Diverse Academic Faculty - The Office of Equal Opportunity administers a fund to enhance the diversity efforts of the University by improving the working environment at the University for persons hired as a result of diversity efforts. The fund now provides $150,000 annually and is used for travel, laboratory enhancement, research initiation, equipment and other similar purposes. To expand this fund, the University plans to add $50,000 for each of two years, starting in 1991-92, to bring its level to $250,00 per year. Additionally, $25,000 for each of four years starting in 1990-91 will be added to this fund.

3. Spouse Employment Assistance Program - Services should include employment counseling; networking among employers in Northern Colorado and colleges and universities in Greeley, Denver, Boulder metro areas; and placement services.

4. Mentoring Program for New Faculty - Mentoring now is encouraged for all new academic faculty hires, and a detailed mentoring plan is required for all diversity career-enhancement and recruitment awards.

5. Diversity Considerations in Promotion and Tenure - A faculty member who conducts research into topics and issues of diversity within her or his discipline, shall have the right to have such research evaluated along with other types of research in the discipline. A faculty member

who experiments with pedagogues and content designed to address diverse populations may have that experimentation considered as a contribution to the University. A faculty member who performs service in support of diversity shall have the right to have such service considered as appropriate service.

6. Administrative Fellow/Intern - The Office of the Provost plans to annually provide an opportunity for someone from the general faculty to gain experience and insight into the administrative processes at a central administrative level at Colorado State. Thus, plans have been announced for an administrative fellow/intern who will hold the title of assistant academic vice president in the office of vice president for academic affairs for the 1990-91 academic year.

7. Acting Appointments - The University plans to support the use of acting appointments to offer diverse general faculty opportunities to gain administrative experience.

8. Internal Promotion/Transfer - The University will encourage the use of internal promotion/transfer to retain diverse general faculty.

9. Career Paths/Ladders for Administrative-Professionals - The University will continue the process now underway in the Faculty Improvement Committee to identify career paths/ladders for administrative-professional employees.

10. Policy Reviews - To ensure that the University is committed to the support of a pluralistic environment and to protect against discrimination, the university will take the following action:

*Review policies and procedures on an ongoing basis and revise them as appropriate.

*Develop and implement university procedures to address acts that work against an environment supportive of pluralism.

Fort Lewis College

Short-term Strategies:

Recruitment

1. The college participates in the "National Minority Faculty Identification Program", which aids in the identification and contact of potential protected class applicants.

2. The Affirmative Action office routinely mails all position announcements to institutions, agencies, and organizations likely to have contacts with members of the protected classes.

3. Representatives of Search Committees attend national professional meetings to inform minority candidates about Fort Lewis and the opportunities it offers.

4. The college operates a program to train Search Committee chairs in ways to enhance hiring efforts for protected class applicants.

5. Inducements such as support for moving expenses and salary enhancements are extended to minority candidates offered positions.

6. It is college experience that networking and personal contacts are of crucial importance in recruiting minority faculty members. The college makes increasing use of both.

Retention

1. The college's orientation program for new faculty and staff members emphasizes the affirmative action program of the institution and the multicultural nature of its student body.

2. Special services and assistance are provided by the Intercultural Center, the Hispanic Student Center, and the College's Intercultural Committee.

Long-term Strategies

1. The college appointed a "qualifiable" female candidate to a position in a program with serious under-representation by women. It will provide opportunity and partial support for this faculty member as she works to earn her doctorate. Negotiations with two similarly situated minority candidates are underway.

2. The college is establishing a program to identify and encourage potential faculty members while undergraduates. We will encourage such students, especially minorities, through special lectures and individual mentoring.

University of Southern Colorado

Current Efforts and Achievements

1. Established a position for a Hispanic Dean within the administration.

2. Provided a loaned executive to the Latino Chamber.

3. Conducted a socio-economic study on minorities through the school of Business.

4. Hired three Hispanic faculty members.

5. Appointed a Hispanic to the USC Foundation Board.

6. Established the Hispanidad Program - KTSC-TV.

7. Set aside one-half of the recruitment budget for recruiting minorities and women.

Plans for Action

1. Cross-college Staffing - develops a pool of women and minorities to be used in creative cross-college staffing of closely allied courses.

2. Dean's Office Fund (Science and Mathematics) - Encourages new female and minority faculty to engage in research and professional development.

3. Minority/Female Faculty Recruitment Fund (Science and Mathematics) - Increases the number of qualified minority and female candidates in the applicant pools for open positions.

III. THE STATE COLLEGES IN COLORADO

Adams State College, Mesa State College, Metropolitan State College, Western State College

Current Efforts and Achievements

1. Aggressive recruiting of minority faculty including pursuit of identified individuals on other campuses and in other organizations.

2. Allocation or "set aside" of faculty positions to be filled only with underrepresented classes.

3. Departmental incentives and bonuses for hiring minority faculty. For example, Metropolitan State College of Denver will allocate $3,000 to departments hiring new minority faculty. The funds may be used for supplies, travel, or any purpose that supports the department.

4. "Grow your own plans" where support is given to minority faculty to complete terminal degrees while employed in one of the state colleges.

5. To demonstrate our commitment, in the current years the four state colleges included over $380,000 in operating budget requests for recruitment and retention of minority faculty.

Plans for Action

1st Priority
Called for Statewide (CCHE) Leadership:

a. Linking higher education and K-12 to develop programs in order to enhance pool of potential minority college faculty members.

b. Developing statewide plan for minority student scholarships, and minority faculty development.

2nd Priority
Institutional leadership in each state college to set tone for pluralism within faculty:

a. Create statement of values and commitment by each college president.

b. Develop program for information dissemination to the campus on cultural pluralism and value of diversity.

3rd Priority
Develop faculty retirement incentives to increase job openings.

4th Priority
Strengthen minority hiring incentive programs, including department bonuses, allocated positions, etc., and provide resources to support minority hiring incentive programs.

5th Priority
Develop more sophisticated and aggressive minority faculty recruiting strategies and techniques.

6th Priority
Review and strengthen affirmative action plans.

IV. TRUSTEES OF THE UNIVERSITY OF NORTHERN COLORADO

Current Efforts and Achievements

1. AA/EO Minority Vita Bank - The Affirmative Action Office has an active Vita Bank, containing

180 resumes from minority and women professionals nationwide.

2. AA/EO Mailing Labels - The Affirmative action office provides mailing labels to all departments on campus for use in advertising vacancy announcements. Label sets for local, state, regional, and national searches are available, as well as label sets for Black institutions/ organizations, Hispanic institutions/organizations, and women's institutions/organizations, on a national scale.

3. Diversity Enhancement Pool - Is a budget directive made to financially assist departments in hiring protected class employees.

4. Faculty/Student Exchange Program with Historically high-enrollment Black Colleges.

5. Cultural Diversity Conference - UNC is planning a major regional conference on cultural diversity, titled "Cultural Diversity in Higher Education: Issues for the 90's." This conference will be held September 14-15 of this year, and will feature a variety of speakers and participants, from our campus and from institutions across the nation.

Retention

1. Black Faculty/Staff Organization - The committee focuses on support and retention of Black students, support of Black faculty and staff, and educating and encouraging cultural diversity among all students, faculty, and staff.

2. Black-Hispanic Coalition - Comprised of Black and Hispanic members of the UNC community;

The coalition recommends formal policy changes of UNC codes and programs, in the interest of encouraging cultural diversity and multicultural studies on campus.

Plans for Action

1. L.E.A.P. is shaping up to be a major campus proposal, with more than 20 separate proposal outlines already submitted for possible inclusion in the project.

2. A cultural diversity component will be offered to help make faculty and administrators aware of the need to encourage and retain minority faculty.

3. Project 30 is a program to analyze and improve college-wide curricula. It is designed in part to enhance multicultural curriculum planning and increase minority representation among professional faculty.

V. TRUSTEES OF THE COLORADO SCHOOL OF MINES

Plans for Action

1. Investigate the establishment of an early retirement program to create more openings.

2. Establish faculty exchanges with colleges that are predominantly minority.

3. Bring more minority speakers and visiting professors to campus.

4. Contact principal corporate supporters to establish loaned executive programs that will bring

minority engineers to campus as teachers.

5. Contact minority communities in Denver to establish direct linkages with them.

VI. COLORADO COMMUNITY COLLEGE AND OCCUPATIONAL EDUCATION SYSTEM

Current Efforts and Achievements

The State Board for Community Colleges and Occupational Education has as one of its two goals, the goal to increase diversity within its student bodies and staff. The Board directed the System President to design and implement a System AA/EEO program. In March 1990 the System Program was implemented. The individual presidents were directed to draft an institutional plan advising how each of the goals would be met by their institution.

Plans for Action

Aggressive versus passive recruitment practices.

1. This includes requiring staff to be involved with community organizations which are concerned with the rights and employment opportunities of women and minority groups. In some cases, we have signed formal referral agreements with such organizations.

2. We also advertise positions in daily newspapers so that advertising is not limited to traditional higher education journals.

3. We have developed an internal system for "growing our own" minority faculty.

4. Minority job banks are notified of all appropriate jobs. Review search and screen process.

5. We are exploring alternative search and screen remedies, such as, special hiring procedures along the line of the Affirmative Action remedies adopted by the personnel board in appropriate situations.

6. The Community College System is creating supportive curriculum and sensitive student services efforts.

7. Staff Development activities includes a variety of training programs to assist staff to function in a diverse work force.

8. The Board has put in place an accountability process for measuring progress toward the System AA/EEO Program goals. It consists of having all employees evaluated in part against their individual efforts toward accomplishing affirmative action goals, and ultimately the president for institution-wide activities.

VII. REGENTS OF THE UNIVERSITY OF COLORADO

Current Efforts and Achievements

The four campuses of the University of Colorado each have a set of strategies/programs for the recruitment and retention of underrepresented faculty. The following is a listing of some of these activities sponsored by the Campuses:

1. Special Opportunity Program--(Boulder Campus) Is designed to make FTE available to departments

for the purpose of identifying and recruiting minority faculty.

2. Implementation of Multicultural Perspectives and Approaches in Research and Teaching (IMPART) Program--Boulder Campus)
IMPART provides support for multi-ethnic/multi-cultural research projects, visiting women and minority scholars, fellowships, colloquia, conferences, and workshops which have an academic multi-ethnic, multi-cultural theme.

3. Mentor-Mente Program--(Boulder Campus)
This program provides new junior plurality faculty opportunities to interact with senior, more experienced faculty.

4. Ethnic Plurality Faculty Reception--(Boulder Campus)
A reception is held each year to welcome all new plurality faculty and to provide them the opportunity to meet important campus figures.

5. Equity and Excellence Banquet--(Boulder Campus)
Awards are presented to faculty and other individuals from the University Community who have demonstrated excellence in promoting cultural awareness on the Boulder campus.

6. Ethnic Plurality Faculty Luncheon Series--(Boulder Campus)
During the 1990-91 academic year, a grant from the President's Fund for the Recruitment and Retention of Minority and Women Faculty will support a series of monthly luncheons. This luncheon series includes the following goals: Networking and support for plurality faculty and

opportunities for them to become oriented in the University.

7. Candidate Enrichment Project--(Colorado Springs Campus)
Faculty Search Committees arrange special meetings for minority and women candidates with representatives of the Faculty Minority Concerns Committee, Faculty Women's Committee, and the Affirmative Action Office.

8. Accountability Strategies in Recruitment and Retention of Minority and Women Faculty--(Denver Campus)
   a. Vice Chancellor has established a committee to review current affirmative action processes and to develop a hiring process model for use by all colleges and school at UCD.

   b. All Deans must be able to demonstrate what affirmative steps have been taken to reach minority and women candidates beyond basic compliance with affirmative action rules.

   c. Individualized diversity and affirmative action goals have been introduced into each Dean's performance appraisal review.

   d. The Chancellor has committed to become directly involved in the recruitment of minority faculty as they progress through the search process.

   e. The Vice Chancellor has set aside several FTE which may only be used to hire tenure-track minority faculty.

f. A team of Denver area minority citizens selected from the Chancellor's Minority Advisory Council has been assigned to each Dean to assist him in recruitment of minority faculty.

9. In addition to campus-specific initiatives, each year for the past three years, the President of the University has funded a program called "Presidential Funds to Support the Recruitment and Retention of Minority and Women Faculty".

VIII. LOCAL DISTRICT COLLEGES

Aims Community College, Colorado Mountain College, Colorado Northwestern Community College, Northeastern Junior College.

Colorado Mountain College

Plans for Action

1. Ordered copies of the University of Wisconsin System faculty diversity publication to be distributed to key administrative staff;

2. Named a College Task Force to develop an action plan for renewed affirmative actions;

3. Incorporating affirmative action planning into supervisory training programs;

4. Special affirmative action memo by the President sent to all staff.

5. Faculty Senate will be asked to develop an action plan for faculty retention in underrepresented areas.

X. INDEPENDENT HIGHER EDUCATION OF COLORADO

Colorado College, Regis College, University of Denver

University of Denver

Current Efforts and Achievements

1. Search Procedures - The University of Denver faculty search procedures were revised to ensure proper processes are followed during faculty searches, but, more importantly that the revisions reflect the proactive approach of our recruiting philosophy. All faculty search committees are required to contact appropriate organizations as provided by the Affirmative Action Office by letter soliciting recommendations for women and minority candidates. These search committees are required to follow up each of these letters with a personal phone call.

2. Women & Minority Organizations Database - The Affirmative Action Office has developed a database of women and minority which can serve as a resource base to solicit recommendations of women and minority and candidates for faculty positions. Currently, the University's Employment Coordinator sends current job openings to over fifty local agencies and organizations. In addition, the Affirmative Action Office when notified of a faculty opening, searches its database for appropriate women and minority organizations for the faculty search committees to contact.

3. Listing of DU Minority Ph.D. Candidates - The Affirmative Action Office, maintains a list of all current minority candidates and recent Ph.D. recipients and notifies search committees of

internal candidates meeting job requirements whom they should contact.

4. CIC Directory - The Affirmative Action Office utilizes the CIC Directory of Minority Ph.D. Candidates and Recipients to identify minority Candidates by field of study and informs search committees of appropriate candidates to contact inviting their applications during the search process.

5. Women & Minority Resume Database - The University has also developed a resume database of women and minority candidates which is utilized by search committees to identify candidates meeting specified job requirements.

6. Minority Faculty Recruitment & Retention Committee - The Minority Faculty Recruitment and Retention Committee will concentrate their efforts on developing Minority Faculty during the 1990-91 academic year.

7. Minority Faculty Exchange Program - This program will invite professors from predominately minority colleges and universities to exchange positions with faculty from the University of Denver for a quarter of the year.

Colorado College

Current Efforts and Achievements

1. The Goal of the Minority Scholar-in-Residence Program is to assist minority scholars in the early stages of their careers. The further aim of the program is to retain participating scholars in undergraduate teaching, hopefully with tenure-track positions at member institutions of

the Consortium.

a. The Program - Two types of Fellowship awards are available under this program, and applications are invited in all disciplines of the liberal arts and engineering. Up to 25 awards will be made. Recipients must be citizens of the United States and should have no more than five years teaching or relevant work experience before holding a fellowship.

b. The Dissertation Fellowship - Intended for scholars who have completed all the requirements for the doctorate of MFA except the dissertation, this fellowship program aims, above all, to help the fellow complete the final requirements for the degree. Scholars will receive a stipend based on an average of the salaries paid to instructors at the host institution. Scholars will be expected to teach one semester course (or the equivalent) during the year of residency, to participate in departmental seminars, and to interact with students.

c. The Post-Doctoral Fellowship - Intended for scholars who have recently been awarded the Ph.D. or MFA, these fellows will teach one course in each academic term of their residency, will participate in departmental seminars, and will interact with students.

Association of Colleges of the Midwest (Colorado College is a member)

ACM is carrying out a five-year program to encourage minority students in ACM colleges to consider, and prepare for, academic careers. The program will center around (1) a mentoring relationship between a minority student and a faculty member; (2) a full-time summer research project for the student under the guidance of the faculty member; and (3) a set of consortia meetings to create a network of ACM students considering academic careers, to convey to the students the challenges and towards of academic careers, and to coordinate assistance to students applying to graduate school.

On each campus, the program will be directed by the chief academic officer or another designated coordinator. He/she may wish to appoint a small committee of faculty and minority program staff to assist in selecting and preparing participating students and faculty. Other aspects of the program include the following:

a. Definition of the number of student participants each year.
b. Student selection criteria.
c. Establishing faculty mentors.
d. Summer research projects which students will participate in.
e. Teaching exposure and experience for students.
f. Financial support.

MIND OVER MATTER
MOVING BEYOND THE MYTHS OF RECRUITING AND RETAINING MINORITY FACULTY AND STAFF

May 21, 1990
Keystone Conference Center

8:00 a.m.	Coffee
9:00 - 10:00 a.m. CASTLE PEAKS	***Welcome*** Mike Cheroutes, CCHE Chair
	The Charge Governor Roy Romer
10:00 - 11:00 a.m. CASTLE PEAKS	***Opening Remarks*** State Senator Al Meiklejohn State Representative Phil Hernandez State Representative Wilma Webb
11:00 - 11:15 a.m.	Break
11:15 - 12:30 p.m. TORREYS I-IV	***Small Group Sessions on Overcoming Some Myths of Minority Recruitment and Retention*** **Linda Chase,** Assistant Director for Affirmative Action, University of Colorado Health Sciences Center **Andrew Cornelius,** Director of Affirmative Action, University of Southern Colorado **Patrick Hernandez,** Associate Director of Personnel, University of Denver **Ron Ross,** Personnel Director, Community College of Aurora
12:30 - 1:45 p.m. CASTLE PEAKS	***Lunch and Keynote Address*** Reginald Wilson, Sr. Scholar, American Council on Education
1:45 - 2:45 p.m. TORREYS I-IV and CRESTONE II-IV	***Overcoming Barriers - What Works*** **Kay McClenney,** Executive Director of Policy and Programs, Education Commission of the States **Cecilia Burciaga,** Acting Director of Affirmative Action, Stanford University **Dian Natalicio,** President, University of Texas at El Paso **James Sulton,** Special Assistant to the President for Minority Affairs, University of Wisconsin
2:45 - 3:00 p.m.	Break
3:00 - 5:00 p.m. TORREYS I-IV	***Choosing Success in Colorado*** Small Group Sessions with facilitators will develop action plans for each governing board
5:00 p.m. CRESTONE FOYER	***Closing Remarks*** Mike Cheroutes
5:15 p.m.	***Reception***

MIND OVER MATTER MEETING
MAY 21, 1990
KEYSTONE COLORADO

PARTICIPANTS

Audrey Alvarado
Larasa

Charles Angeletti
Metropolitan State College

Frank Armijo
Colorado Commission on Higher Education

Kathleen Arnold
University of Colorado

Glenda Barry
Community College System

Paul Bauman
Facilitator

Bruce Bergland
University of Colorado-Denver

Frances Boggess
Colorado Commission on Higher Education

George Brantley
Hope Center

Thomas Brewer
Metropolitan State College

Cecilia Burciaga
Stanford University

Glenn Burnham
State Colleges of Colorado

Jack Callihan
Regis College

Joanne Carr
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Jim Fleming
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Judy Gill
Western Interstate Commission
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Edmundo Gonzales
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Julianne Haefeli
University of Northern Colorado

Judson Harper
Colorado State University

Robert Hawkins
Colorado Commission on Higher Education

David Henson
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Patrick Hernandez
Affirmative Action Officer

Phil Hernandez
State Representative

Tony Hernandez
State Representative

Dorothy Horrell
Red Rocks Community College

Shyrel Hosseini
Front Range Community College

Cary Israel
Front Range Community College

Ken Johnston
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Joel Jones
Fort Lewis College

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Barbara Lindner
Facilitator

David Longanecker
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Rachael Lujan
Facilitator

Byron McClenney
Community College of Denver

Kay McClenney
Education Commission of the States

Kent McGuire
Facilitator

Deedee Mayer
Colorado Commission on Higher Education

Dennis Mayer
Colorado Mountain College

Al Meiklejohn
State Senator

Betty Miller
Auraria Higher Education Center

James Miller
State Colleges of Colorado

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Victoria Quintana
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Gresham Riley
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Thomas Sullivan
Trinidad State Junior College

James Sulton
University of Wisconsin

Terry Thomas
State Colleges of Colorado

Tom Thornberry
State Colleges of Colorado

Linda Bates Transou
University of Northern Colorado

Jerry Wartgow
Community College System

Wilma Webb
State Representative

Jeff Wein
Facilitator

Raymond Wilder
Community College System

Reginald Wilson
American Council on Education

Toni Worcester
Independent Higher Education of Colorado

Tony Zeiss
Pueblo Community College

RESOURCES

Demographic Statistics Provided by the Colorado Commission on Higher Education.

Survey of Educational Policies Affecting Hispanics in Colorado - Prepared by LARASA

Position Paper on The Education of Blacks In Early Childhood Education and Higher Public Education Programs - Prepared by The Community Planning Committee For Economic Development (CPCED)

Achieving Faculty Diversity; A Sourcebook of Ideas and Success Stories - The University of Wisconsin System